**RHHS CURRICULUM MAP**

Course: H4 Unit 5

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| Period of Study: Imperialism/Conflict/Change/Nationalism | |
| **Common Core STANDARDS/SKILLS:** | **Social Studies Standards** |
|  | 2.1- (analyze interpretations of issues, events, developments and written accounts from different perspectives throughout world history)  2.1 – (understanding broad patterns and interactions of cultures/civilizations during particular eras)  2.1- (define culture/civilizations and components of political, economic, social, and religious systems)  2.2 – (distinguish between multiple time periods using timelines)  2.2 – (evaluate different models of periodization of historical events and identify their relevance)  2.2 – (analyze narratives from different times/places to understand historical events)  2.2 – (investigate turning points in world history and the long term effects)  2.3 – (analyze the social, political, economic, cultural, and religious contributions/roles of people)  2.3 – (explain how cultural interaction has affected groups around the world)  2.3 – (examine the social, cultural, political, economic, and religious cultures around the world)  2.4 – (pose analytical questions for further investigation)  2.4 – (interpret and analyze documents/artifacts significant to events in world history)  2.4 – (analyzing world history by detecting bias/distortion of facts and propaganda)  3.1 – (understand how to use various maps)  3.1 – (investigate migration of human populations)  3.1 – (understand the interactions of social, cultural, political, economic, and religious systems in different regions)  3.1 – (analyze how different forces control and divide the earth’s surface)  3.2 – (formulating conclusions from maps, photographs, and other geographic representations)  3.2 – (pose analytical questions based on the results of geographic inquiry)  4.1 – (understand economic decision making)  5.1 – (evaluate purposes of government and civic life)  5.1 – (examine different ideas about political systems) |
| **REGENTS THEMES:**  **Change; citizenship; conflict; culture; decision making; diversity; economic systems; environment and society; imperialism; interdependence; justice and human rights; movement of people and goods; nationalism; nation-state; power and political systems; needs and wants; urbanization** | **ESSENTIAL Questions:**   1. **Is it inevitable that the weak will be conquered by the strong?** 2. **Are beliefs a force for good or evil in the world?** |
| **Focus Questions/ Topic Questions**   1. **How did old imperialism of Latin America lead to the rise of nationalism? (1)**   *Topics/Activities: comparative analysis of the conquest of Mexico and South America; goal is to introduce the concept of imperialism and the rise of nationalist movements*   1. **How did imperialism in China differ from imperialism in Africa and India? (1)**   *Topics/Activities: direct control over Africa and India vs. “spheres of influence” in China (mention can be made of Japan’s different experience, but teaching about Japan’s reaction to the west can wait until the lesson on the Meiji Restoration in Unit 5)*   1. **Why did nationalist movements develop in Europe in the 1800’s?**   *Topics/Activities: Otto Von Bismarck leads unification movement in Germany, Mazzini, Garibaldi , Cavour in Italy*   1. **How did imperialism and nationalism lead to the start of World War One? (1)**   *Topics/Activities: M.A.I.N.; assassination of Archduke Franz Ferdinand; collapse of Austria-Hungary and Ottoman Empire following WW1*   1. **How did nationalism transform the maps Europe and Asia after World War I? (1)**   *Topics/Activities: Breakup of Austro-Hungarian, German, and Ottoman Empires, Westernization of Turkey under Ataturk, Global Depression and the rise of fascism*   1. **How did imperialist rule lead to African independence movements? (1)**   *Topics/Activities: evaluate pros and cons of imperialist rule; Jomo Kenyatta, Kwame Nkrumah, OAS*   1. **How did Gandhi use the strategy of non-violent resistance to win Indian independence? (1)**   *Topics/Activities: effects of British imperialism on India; passive resistance / civil disobedience, Salt March; partition of India* | |
| **INSTRUCTIONAL Objectives SWBAT:** | |
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| **VOCABULARY Tier II and Tier III:** | |
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| **ASSESSMENT / EVIDENCE/ ACTIVITIES** | |
| Regents Multiple Choice/DBQ  Essay Questions  Analyze Propaganda  One Pager Review Summary  Mapping and Charting  Role-Playing & Simulations  Analyzing Political Cartoons/Pictures  Detecting Cause and Effect Relationships | |
| **RESOURCES/TECHNOLOGY INTEGRATION:** | |
| *Castle Learning*  *Exam Wizard* | |